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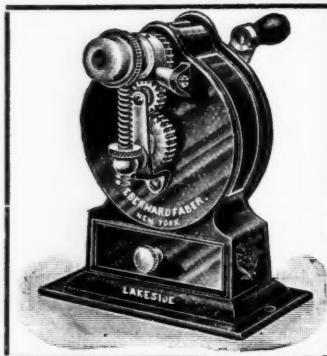
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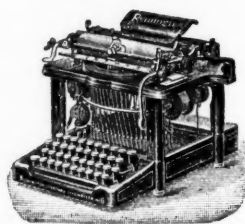
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The Riddle of Mathematics.

By ISAAC O. WINSLOW, Thayer Street School, Providence, R. I.

An unfortunate feature of our modern system of education is the failure to produce satisfactory results in mathematics. It is the perpetual complaint of high school instructors that many of their students seem to have but little knowledge of grammar school arithmetic. College professors bring a similar charge against both secondary and elementary schools. It seems absurd to the more advanced instructors that students who are graduates of the lower schools should manifest so great ignorance, yet, on the other hand, teachers in the lower schools appear to work faithfully and feel sure that diplomas have not been granted without merit.

While the riddle remains unsolved the difficulty continues to be a matter of universal comment. In some high schools it has been found necessary to include in the course of mathematics a review of arithmetic for a year in order to enable the students to recall what they were supposed to master in the elementary grades. Not long ago a class of 125 graduates of various high schools were given an examination in the subject of percentage for the purpose of determining how well they remembered their grammar school work. Only one of the entire number passed in the test and the average was so low as to indicate almost absolute ignorance of the subject.

A recent meeting of a mathematical association, composed of instructors in secondary schools and colleges and representing a number of states, was largely devoted to a consideration of this matter. The speakers, one after the other, contributed from their experience and held up to ridicule instances of the failure to pass examinations and of the struggles of individual students to do work of the simplest kind. The only explanation offered was the suggestion that in the enrichment of the elementary course too little attention is given to mathematics.

The fact that the problem is so baffling suggests that it cannot be solved by any superficial explanation. To those who can take a broad view of mathematical study and of average mathematical ability it must be evident that two far-reaching difficulties lie at the root of the whole question.

The first is that prevailing methods of mathematical instruction are generally bad. Notwithstanding the great amount of theoretic agitation in favor of reform, but little has been accomplished. The incubus of tradition is too great to be suddenly thrown aside. The mass of unthinking instructors are inclined to teach as they were taught and parents are pleased to have their children follow the old way. The contest against forces so universal is one against great odds, and advancement must be slow.

The issue may be briefly stated as a contest over the question whether the primary purpose shall be to develop the power to think mathematical thought or merely to give training in the me-

chanical ability to perform processes, according to rule, with pencil or crayon. The tendency is to take the latter course. The average pupil is inclined to follow the line of least resistance and enjoys learning how to do big things, by imitation, or by any other means that will enable him to "get the answer." Teachers at the end of the term are satisfied if their classes can remember how to do work of various kinds and can pass the examination.

After a pupil has become established in such an attitude towards mathematical work his case is well-nigh hopeless. He has not only passed beyond his power to comprehend, but has formed the habit of performing processes without undertaking to comprehend them.

This goes far in explaining why mathematics is so soon forgotten. The actual power to think, when once developed, would remain, but the memory of mere processes soon passes away.

The second difficulty is that too much mathematics is required. It holds too prominent a place, as a required subject, in secondary schools and colleges. Mathematicians are born and the struggle to make them is vain. Up to a certain limit the ability to comprehend elementary mathematical notions is common to normal minds. Sufficient development of this ability to meet the wants of practical life and to supply the needs of application to other necessary branches in the curriculum might be gained with comparative ease. To this point mathematical training would serve both the purpose of utility and that of genuine discipline. The difficulty arises when in our thoughtless devotion to the traditions we continue to force the subject upon all students as a disciplinary subject, for its own sake.

The actual results obtained from the student to whom the pursuit of mathematics is an unpleasant task are often largely specious. Almost the entire solution of an intricate equation in algebra may consist of a succession of steps that the student has learned how to take without understanding why, or feeling the force of the mathematical principles involved. Formulas in trigonometry are to very many students simply formulas, memorized for the time for the purpose of examination, but otherwise worthless chaff.

The control of mathematical courses in secondary schools and colleges is chiefly in the hands of natural mathematicians who do not realize the limitations of the opposite type of mind and whose educational perspective is therefore unreliable. If these instructors, instead of complaining constantly about the facts, would face the facts as they are, take human nature as it is, and exercise their combined effort to bring about a better adaptation, there would be some hope of relief.

The quantity of subject-matter for elementary schools has already been considerably reduced, but the methods employed have not been sufficiently rationalized. The work at every point of the subject should be first and very largely mental, or genuinely thought out. No written work should be permitted until there has been thoro practice

in doing the thing mentally. The written process is then resorted to as a secondary and necessary means of applying the mental process to the treatment of larger numbers. An average grammar school class, if asked to divide $2\frac{1}{2}$ by $\frac{1}{4}$, would proceed, with a clatter of pencils, to figure away at certain processes and in the end there would be a fair percentage of correct results; whereas the same pupils, if they had been trained to regard arithmetic as a matter of thinking instead of a matter of elbow-wiggling, might have given the correct result instantly and unanimously.

It would be a most excellent thing if by common agreement all written work in arithmetic might be forbidden in the schools of the country for a

half-year or a year. In that way both teachers and pupils might be brought to see that mathematics means thinking instead of manipulating. If the shell of custom could once be broken there would be some hope.

In pursuing the genuine way a point would be reached, somewhere in the high school course, where the limit of ability and interest would be reached for some proportion of the students. At that point the ways should separate and the subject should become elective. Those whose talents tend in other directions would be free to exercise them and they would be relieved of the disagreeable load of a branch of education which in their case fails to educate.

Manual Training Schedule.

Prepared by Dr. JAMES P. HANEY, Supervisor of Manual Training, for use in the schools of New York City.

Grade 1A.

1. HOME INTERESTS.

(Sticks, splints, toothpicks, peas, tablets, wire.) Pail, bed, stove, house, table, cradle, chair, dish-pan, bureau, high chair, mantel, tub, broom, bench, sink, cupboard, candlestick, coal scuttle, shovel, kite, churn.

(Paper folding or weaving.) Holiday cards, cornucopia, envelope, tent, lantern, furniture, sled, box, basket, kite, mat, pinwheel, kitchen utensils, flowers, valentine, cradle, fan.

(Free cutting or tearing.) Valentine, doll, nature forms (plants, fruits, vegetables, animals, pose), dolls' clothing, furniture.

2. SCHOOL INTERESTS.

(Sticks, splints, toothpicks, peas, tablets, wire.) Window, window pole, door, desk, chair, numeral frame, flower pot, book, door mat, picture, window box.

(Paper folding or weaving.) Window, booklet, picture frame, cupboard, envelope, chain, calendar, desk, seat, bench.

(Paper, paper and splints.) Envelope, portfolio, pencil case, book cover, book, weather record.

3. COMMUNITY LIFE.

(Sticks, splints, toothpicks, peas; tablets, wire.) Ladder, wagon, cart, horse car, trolley car, sled, gate, fence, bridge.

(Paper folding.) Boats, windmill, cars, basket.

Transportation.—(Paper folding or paper and splints.) Wagon, cart, car, sled, wheelbarrow, bridge, boat.

Amusements.—(Paper folding.) Kaleidoscope, sled, kite.

(Free cutting.) Animals, clowns, performers. (Paper and splints.) Circus: Tent, wagon, seat, cage, banner, swing.

Occupations.—(Paper folding or cutting.) Street cleaning: (shovel, water sprinkler, dirt can), lamp post, letter box, package box.) (Free cutting.) Horse and cart, hammer, saw, plane, hatchet, watering can, shovel, broom.

(Paper and splints.) Shovel, cart, hod, tent.

Shelter.—(Paper folding or weaving.) House, stable, bird house, tent, ferry house.

Transportation.—(Paper, or paper and splints, or wood.) Railroad cars and engine, trolley car, coal cart, ice wagon, horse car, cab, coach, truck, wagon, bicycle, automobile, push cart, boats, sled, ambulance, bridge.

Amusements.—(Paper, paper and splints, or wood.) Theater, cage, seats, tents, merry-go-round, kites.

Occupations.—(Paper, paper and splints, or

wood.) Camera, push cart, teachers' desk, anvil, meat block, blacksmith shop, carpenter shop.

Administration.—(Paper, paper and splints, or wood.) Street cleaning—sprinkling cart, wagon, dirt can, broom, shovel. Parks—Band stand, seats, summer house, gymnasium, boats. Fire department—Engine, hook and ladder, engine house. P. O. department—Letter box, package box, mail wagon, mail bag.

Shelter.—(Paper, paper and splints, or wood.) Houses of primitive peoples, hut, tent, cottage, church, railroad station, ferry house, factory, school, office building, fort, post office.

4. DERIVED FROM THE GRADE WORK IN ENGLISH.

Objects named in connection with

Conversations on pupils' playthings, pets, games, outings, occupations.

Objects mentioned in: nursery rhymes; folk stories; poems, as *Hiawatha*; *Fairy Tales*, etc.

5. IN CONNECTION WITH NATURE STUDY.

Animal forms, seed boxes, bird houses, chicken coop, barn, stall, wagon, trellis, weather record, booklet, portfolios, etc.

Constructive Work.

Aim.—The chief aim should be to give the pupil the power to work independently. Special effort should be made to promote individual creation and execution. Every new process should be taught with a view of giving the pupil the ability to use the knowledge gained, in the making of other forms.

THE EXERCISES.

These should be related to certain centers of interest, derived from the pupil's personal experiences and from the language work and nature study of the grade.

The class work should include a certain number of practice exercises, each followed by free or individual work.

As soon as the pupils have acquired some skill in execution and have learned to work independently, it is suggested that some community or group work be done. In this way the various forms suggested by the central thought may be gathered or assembled to show the complete idea—as a farmhouse and outhouses, well curb, chicken coop, wagons, farm implements, animals, etc. The following centers for community work are suggestive—*The Circus*, *The Outdoor Gymnasium*, *The City Street*, *The Playhouse*, and such descriptive poems as *Hiawatha*.

DEVELOPMENT OF LESSON.

Practice exercises.

1. These should be presented to the class in the

form of finished models, which may be unfolded to show the surface development.

2. Each step in the development of the form should be reasoned out by the class.

3. No form should be made from dictation.

4. In the manipulation of material (measuring, folding, pasting, etc.), emphasis should be placed on accuracy and cleanliness.

INDIVIDUAL OR FREE WORK.

This includes all models showing original modifications in certain parts only, as well as those which have been planned entirely by the pupil.

1. Pupils should be led to do free work only after they have learned to reason out and execute carefully the practice model.

2. The early exercises should be controlled to a large extent by the teacher, *i. e.*, the form should show modification in but one part.

3. These lessons should never permit the indiscriminate making of forms. The individual models should be directly related to the class model which preceded it. If the class model has been a chair, the individual model should be any form of chair. Similarly the type wagon should be followed by the making of other kinds of wagons.

4. Care should be taken to see that the individual

model is not so simplified by the pupil that he fails to use the knowledge gained in working out the class model.

STANDARDS OF CRITICISM.

The practice exercise should show:

1. Accuracy in folding, measuring, etc.

2. Care in handling material.

3. Neatness in finishing.
(pasting, tying, lacing, etc.)

Free or individual work should show:

1. Individuality in planning model.

2. Ingenuity in the manner of putting parts together and in the use of materials.

3. Accuracy in measurements and neatness of execution.

Materials.—It is desired that a variety of materials be used, as sticks, splints, paper, string, blocks, twigs, beans, etc.

The subjects in the course of study should suggest the exercises and the exercises in turn should suggest the materials to be used.

There follows a suggestive scheme showing how the constructive work may be developed around certain centers related to the experiences of the pupils and to the subjects of the general curriculum.

Moral Training in Connection with Literature.

By Miss Emmie U. Ellis, Prin. Wm. McKinley School, Elgin, Ill.

Many times the only way to treat a subject is with perfect frankness to admit the wrong in the character of the hero or heroine. Just as we frankly admit that Jacob was deceitful, and Abraham, the friend of God, told lies, so we must not try to explain away the fact that Jessica stole and lied, Portia practiced deception, as did James Fitz James, and others whom the authors do not seem to condemn. Of course the age of the students will determine how much explanation concerning the morals of the times, or how much discussion from the literary standpoint with reference to the author's purpose in his character sketch, shall be given; but *first* and *always* there must be no evasion or glossing over of facts. You remember that Ruskin in speaking of Milton says: "Great men do not play stage tricks with doctrines of life and death; only little men do that."

Following the suggestions of the saying, "A fellow-feeling makes us wondrous kind" a teacher of the right kind of personality may with profit to her pupils, and with no diminution of their deference to her, intimate that she is of like passions with themselves, and prone to error as are other fellow mortals, when discussing the statement in *Ivanhoe* that Rowena, "accustomed to see the will of all give way before her wishes, had acquired that sort of self-confidence which arises from the habitual and constant deference of the circle in which we move." The remark "that is a fault that school teachers have to guard against lest we acquire a habit of domination and become self-opinionated" will not lessen their respect for us. Our fallibility admitted with a frankness that has nothing maudlin about it will win an approval that is not to be despised and will be an incentive to them to be watchful regarding their own faults. The injunction, "Physician heal thyself" is often applicable.

While helping her pupils the open-minded teacher must herself be helped. When talking of Prince John's possessing a vindictive memory, proper to offended pride, could she point the lesson if conscious of having shown such a spirit herself,

if—without being lax—she never generously forgave an unintentional fault?

As one helps the children to understand the meaning of the words concerning Whittier's schoolmaster:

"A careless boy that night he seemed;
But at his desk he had the look
And air of one who wisely schemed,
And hostage from the future took
In trained thought and lore of book,"

and as they are led to see that faithfulness to present duty, and diligent study, give them a claim on the future that it must meet and discharge, may one not hope that some will anew resolve to be of the number who

"take hostage from the future"
"who scatter before their swift advance
The darkness and the ignorance;"

who will

"The cruel lie of caste refute,
Old forms remold, and substitute
For blind routine wise-handed skill,"

being "large-brained, clear-eyed—Freedom's apostle."

Whittier has a wealth of help for our pupils. Will not the girls have a finer sense of true womanliness as they study this—

"Her smile, her air, her motions told
Of womanly completeness;
A music as of household songs
Was in her voice of sweetness.
Not beautiful in curve and line,
But something more and better,
The secret charm eluding art
Its spirit not its letter,
An inborn grace that nothing lacked
Of culture or appliance,
The warmth of genial courtesy
The calm of self-reliance."

Our efforts to show the value of domestic science or of honest toil outside of as well as in professional life are aided by such words as,

"these my simple lays
Of homely toil, may serve to show
The orchard bloom and tasseled maize
That skirt and gladden duty's ways
The unsung beauty hid life's common things below."

"Haply from them the toiler, bent
Above his forge or plough, may gain
A manlier spirit of content
And feel that life is wisest spent,
Where the strong hand makes strong the working
brain,"

until they come to regard work as

"blessing now, a curse no more
Since He, whose name we breathe with awe,
The coarse mechanic vesture wore,
A poor man toiling with the poor,
In labor, as in prayer, fulfilling the same law."

A short time ago the little people in a third grade class seemed thoroly to appreciate the beauty of humility and penitence as they listened to the story of King Robert of Sicily, and a seventh grade class had a nobler conception of the manly virtue as they read of Miles Standish's remorse and contrition, which in all noble natures succeeds the passionate outbreak, of his frank avowal:

"I have been cruel and hard, but now thank God it is ended;

Mine is the same hot blood that leaped in the veins
of Hugh Standish,
Sensitive, swift to resent, but as swift in atoning
for error."

As indicative of another important field of work, let me, without quoting, remind you of passages that occur in "The Courtship of Miles Standish," "Evangeline," "The Merchant of Venice," "Among the Hills," even "Paradise Lost," dealing with the subject of love, courtship, and marriage. Many of you, I am sure, have had the satisfaction of seeing pupils who approached those subjects a few months before with foolish giggles and significant looks, discuss them with a frank dignity that was void of foolish sentiment and full of admiration for those,

"whose loves in higher love endure,"
and who know how to

"Be strong, live happily and love, but first of all
Him, whom to love is to obey and keep his great
command."

Almost innumerable are the passages where a guiding mind can put the emphasis in the right place, where otherwise the young student might misplace it. The rollicking, talkative Gratiano is not voicing Shakespeare's idea of a true man who has attained his desire when he says of Lorenzo's delay,

"All things that are, are with more spirit chased
than enjoyed,"

nor is Salerino when he says,

"O ten times faster Venus' pigeons fly
To seal love's bonds new made than they are wont
To keep obliged faith unforfeited."

Over against this fun or cynicism we may set some such thought as that in Ruskin's assertion,

"Marriage—when it is marriage at all—is only
the seal which marks the vowed transition of temporary into untiring service, and of fitful into eternal love."

The frequent references to chivalry and knight-hood afford ample opportunity for portraying directly or by contrast the highest ideals of achievement—namely to be chaste, faithful, holy in thought, lovely in word and deed, noble, brave, the ideal knight, he

"who revered his conscience as his king
Who spake no slander, no, nor listened to it,

Wearing the white flower of a blameless life
Before a thousand peering littlenesses;"

one who in face of a piece of deception feels,

"For this half shadow of a lie

The truthful king will doom me when I speak."

In contrast with the Knights Templar in *Ivanhoe* let them learn Merlin's words to Gareth:

"The king will bind thee by such vows as is a
shame

A man should not be bound by, yet the which
No man can keep, but so thou dread to swear
Pass not beneath this gateway, but abide
Without, among the cattle of the field."

Let them pause with the poet as he describes the power of habit in his simile concerning Gareth's struggle with the knight who called himself the Evening Star:

"He seemed as one
That all in later, sadder age begins
To war against ill uses of a life,
But these from all his life arise, and cry
Thou has made us lords and canst not put us
down."

The truth that a man becomes like that which he habitually admires asserts itself on almost every page of the story of the Great Stone Face, while the sad side of that great truth is turned to us many times during the reading of Dickens' Christmas Carol.

The thought of responsibility in the shaping of our own characters, the desire for faithfulness in that which is least, thoroughness in work attempted are brought as pupils learn

"Nothing useless is or low;
Each thing in itself is best,
And what seems but idle show
Strengthens and supports the rest.

In the elder days of art
Builders wrought with greatest care
Each minute and unseen part,
For the Gods see everywhere.

Let us do our work as well,
Both the unseen and the seen,
Make the house where Gods may dwell
Beautiful, entire, and clean."

And it is the same author who stirs to high endeavor by teaching that we ascend the ladder of true power and gain the right of eminent domain by trampling down

"The low desire, the base design
That makes another's virtue less,
The longing for ignoble things,
The strife for triumph more than truth,
The hardening of the heart, that brings
Irreverence for the dreams of youth;
All thoughts of ill, all evil deeds
That have their roots in thoughts of ill;
Whatever hinders or impedes
The action of the nobler will.

We must not forget that much good work is done as the author is allowed to speak for himself. The elevated and dignified way in which he writes, the ringing tone of faith, buoyancy, hopefulness speak in no uncertain tone in such sentiments as

"God's in His heaven
All's right with the world."

One might continue thru indefinite space; the subject is almost inexhaustible. I have only trodden the outer court of the great temple of truth, entered a few rooms of the wondrous palace of art, hinted at a few of the things of beauty that we may enjoy as we share them with our pupils who gain thereby specific and general power that will be quite incalculable.

The Professional and Financial Side.

Conducted by William McAndrew, New York City.

Why They Stop Teaching. III.

Continuing the series of experiences of men who used to teach but do so no more THE SCHOOL JOURNAL is able, also, to present another side of the question. Our second testimony is that of the quietly successful teacher who left, but came back to his first love.

This department of THE JOURNAL is intended as a free forum for the discussion of matters affecting the teacher's real self or the teacher's position among folks.

More is wanted from those good people who are teaching because they want to teach and who dissent from the opinions expressed by the men who have left the ranks.

Why Law is More Attractive than School.

"I prefer the practice of law to the occupation of teaching in the public schools because there is more courtesy and less pettiness between lawyers than between teachers. This, I think, is not to be explained by assuming that instruction is insignificant and the practice of the law important, for, in truth, I cannot conceive of any work which is intrinsically greater than teaching. Nevertheless I believe it to be true that schools are so administered as to make pettiness in teachers inevitable. I could not stand it. In spite of the pleasant friendships possible to a teacher, and notwithstanding the sense of satisfaction every one should feel in doing so useful a work, I am myself so constituted that it would be a nightmare for me to go back as teacher in a public high school."

Albany.

C. R.

Teaching in Spite of Obstacles.

"I am still teaching at fifty years of age because I long since decided upon teaching as my life work. I have read with great interest THE SCHOOL JOURNAL'S collection of reasons why some men got out of teaching. It seems to me that I have had every one of the experiences of which they complain in the schools. I was very unhappy in my first teaching experience of four years in various schools. I then went on the road for a large mercantile house. It is true that the American public more highly respects a money-maker than a school teacher. This was indelibly impressed upon my mind by comparing myself as teacher with myself as business man. But it is also true that I myself am incapable of respecting a money-making pursuit which is nothing else. The business I was in and all the business I came in contact with were for making money first, last, and all the time. Of course I couldn't afford to make a failure of my new venture and I worked early and late. I was given an increase of salary each year and was told by my employer that my service was fully satisfactory. But I longed for a life where money was secondary. I made up my mind that I must either take up teaching, or the ministry, or medicine. An opportunity to take a school came to me. It paid less than my traveling position. I have been hampered and distressed and expect to be again. My motives in returning to teaching have been maliciously distorted, but I have long ceased to be disturbed by idle gossip. The most constant cause of my distress in the early days was the uncertainty of the schoolmaster's tenure. This is still insecure in our little city as I understand it is the case everywhere except in New York and Boston.

I have, however, held my present position fourteen years, and some of my boys and girls have risen to positions of prominence here and can be counted on as sort of sheet anchors for me in case of any of those squalls from which our schools are not exempt. I have put my earnings into a few little houses here, and I believe that with the modest rent of these and odd jobs of accounting I could clothe and feed the good wife and myself in a quiet way if I should be cast off.

I believe we could conduct a satisfactory boarding house. Our two boys are both in college. When they have been given a good start I shall feel that the main duty of family life has been done. Neither son has manifested any passion for teaching. That being the case I do not wish either one to take a teaching position even as a stepping stone. I regard teaching exactly as I regard the ministry: God's work. No man should take it up with aught but the desire for service. He should enter his school as the priest should enter his church, consecrated to a holy task. He should purge himself of all vain ambitions, as of wealth or fame or place, and call daily on his God to keep him free. To few men does it fall to attain to any great happiness, but in such a quiet work as mine there are innumerable small happinesses which added all together make in the long run a respectable sum."

W. S. P.

New York State.

Thinks Teaching All Right but Administration Bad.

"I stopped teaching because I did not believe I was strong enough to prevent the annoyances perpetrated by school authorities from permanently warping my nature. The school board was always meddling with everybody's work. As soon as one member of the board grew tired he left and a new member came in with a desire to show his brief authority. After six years of dodging this interference I saw an opportunity to go into another line and took it. Our American method of managing schools is quite different from the conduct of any other business or pursuit. I was interested in Mr. Edgar O. Silver's declaration to the Dartmouth college boys that a man will succeed in business if he has good health, correct moral habits, ability coupled with modesty, industry, patience, economy, whole-hearted loyalty to employer and to duty, willingness to profit by the experience of others, promptness, exactness, thoroughness in details, honesty, truthfulness, courage, courtesy, fairness. Far be it from me to throw any cynicism into this splendid analysis of success. I believe with Mr. Silver that these things spell a fine business career.

"I have just been enumerating in my mind some school men I have known who have possessed these qualities to a notable degree and yet have been pushed down and out. One was a superintendent of a noted city west of the Mississippi; another the president of a Western state college; the third a well-known county superintendent; the fourth and fifth, superintendents of one of our largest cities; the sixth, principal of a noted normal school. I do not know of any position that is so vulnerable to wounds without just cause as the place of an educational worker in the United States. Truly it is a career of sorrows and all too often its end is grief."

R. M.

Boston.

The Private School as a Factor.

To what extent is the private school a factor in education? Do these schools relieve the congestion in our large cities? Do they develop good students? These are interesting questions and a minute examination of each one would, no doubt, arouse keen discussion.

In reference to the first, "to what extent is the private school a factor in education?" the United States Bureau of Education for the year 1903 estimated that there were 1,093,876 pupils in our private schools. This fact of itself is a sufficient indication of the importance of the private school as an institution.

The publishers of *Scribner's Magazine* a short time ago conceived the idea of investigating the matter from the viewpoint of the private school. With this in mind they sent out over 400 personal letters to the principals of such schools.

The questions submitted to the principals, as the result of the investigation are given below:

1. Number of pupils in 1905.
2. Number of pupils in 1900.
3. To what causes do you attribute the increase or decrease since 1900?
4. Do you see any signs of a growing tendency among parents who can afford it to send their children to private schools instead of public schools?
5. If so, what deficiencies in the public schools may, in your opinion, be held responsible for such tendency?

These questions have met with ready answer from all sections of the country—from endowed academies, boarding schools, day schools, military schools, the preparatory departments of colleges—from practically all classes of private schools except commercial and industrial institutions.

Up to the date of this writing, over 60 per cent. of these cards have been returned.

Tabulated briefly, the results of these inquiries are as follows:

Sixty-six per cent. of those replying report an increase in attendance since 1900.

Nine per cent. report a decrease.

Eleven per cent. report the same number of pupils as in 1900. Most of these latter are boarding schools with a limited capacity.

The remaining 14 per cent. were unable (for one reason or another) to give figures for five years.

The schools whose figures show an increase had a total of 10,202 pupils in 1900 and 14,607 in 1905, a gain of 44 per cent.

Those reporting a decrease show a loss of 22 per cent.

Adding together the enrolment of all the schools which have given figures, we find for the whole a net gain in five years of 33 per cent.

So far as these figures go, they certainly indicate a very substantial growing tendency among the better class of private schools.

As to the fourth question, "Do you see any signs of a growing tendency among parents who can afford it to send their children to private schools instead of public schools?" 86 per cent. of the answers were "Yes" and 14 per cent. were "No," showing a great preponderance of belief that there is such a tendency. The fact that these same schools have grown so rapidly during the past five years is in itself strong evidence that such a tendency does exist.

The answers to the fifth question, "If so, what deficiencies in the public schools may, in your opinion, be held responsible for such tendency?" have been many and varied. More than half of the answers mention the lack of individual attention received by pupils in the public schools.

Large numbers speak of "overcrowding," the "cramming process," the lack of religious training, the lack of "character development," of training in "manners" and "morals," the lack of able male teachers, the unfortunate effect of politics in some public school boards, and the contact with undesirable companions. Many seem to think that the better private schools have not only a larger proportion of teachers to the number of pupils, but also a higher grade of instructors, and consequently do better college preparatory work.

The private school owes its existence to the enterprise of its promoter. Its very life is dependent upon excellent work. The fact that such a large number of private schools have made an increase of 44 per cent. in their attendance in the past five years would seem to answer our question in the affirmative. The private school is a factor of growing power in the educational world.

The New Musical Education.

By CARROLL BRENT CHILTON.

Lecture delivered before National Arts Club, N. Y.

In starting my investigations in the field of musical education, the first fact I encountered was that, in a country of 80,000,000 people, probably 75,000,000 are more or less susceptible to music. Of these, fully one-half are very fond of it, and an untold number are enthusiastic devotees, not to say cranks, on the subject.

It was startling to find that in spite of this keen interest hardly one per cent. of all these persons possess any intelligent knowledge of the masterworks of the art they love so well. I argued from this that either people were pretending they liked it, or, having the instinct, they had no means of cultivating and developing their taste.

In one college of 5,000 students only 62 were studying music. Can it be possible, I thought, that only 62 out of 5,000 men desire to know anything about an art which has more enthusiastic lovers than any other—the love of which, in fact, is pretty nearly coextensive with humanity? Yet here was the fact. You may go all over the United States for years and question every person you meet and, except trained musicians, few can talk intelligently of music or give evidence of any real familiarity with those great masterworks which are its pride and its joy.

Everybody knows something of plays and poems, pictures and buildings, but the number of persons capable of intelligently discussing the meaning or merits of Schubert's C-major symphony or Beethoven's Leonore overture No. 3, or a Mozart or Haydn quartet or Sonata, is pathetically small. After some time I came to the conclusion that there are four principal reasons for this state of affairs:

1st. A defective system of musical education, leading nowhere. The so-called education does not educate.

2nd. The tendency to regard music as an amusement or pastime.

3rd. The worship of performers rather than of the thing performed.

4th. Last, and most important of all, lack of means for repeatedly representing to the ear the subject-matter of music.

Taking up the first point: What is the matter with musical education, and why does it not educate? If you go into any school of music or any teacher's studio, you will find that all the effort is directed at playing or performing; or, as the musicians say, "doing" music; or, as it is sometimes sarcastically expressed, "executing" music. Every music scholar, to a number unguessed, is

perforce an executant. No mercy is shown. The lazy, the dull-witted and the indifferent all study the art of technical execution. No one studies music, and no music is taught—only performing.

At the outset, students are remorselessly put to the study of expression who have nothing to express, and no means of expressing it if they had anything; are directed to attempt the interpretation of compositions which they cannot understand, and the conquering of a mechanical accomplishment of whose well-nigh insuperable difficulties they can form no guess. What is the result? Hecatombs of mediocrities and worse, all but total stultification of the natural musical sense; an overwhelming proportion of defeated amateurs with hardly a ray of insight into the meaning of the art which, nevertheless, they often love with a passion no less sincere for being unintelligent. If they succeed in gaining a fair technical command, it is usually at the sacrifice of a broad view of art and of a more vital knowledge which they ought to be absorbing.

In other words, the teaching of music is to a large degree manual, theoretical, visual, and verbal, to the neglect of the intuitive, spiritual, human, and truly artistic side.

Suppose all lovers of poetry were to take to writing it, to originating it, or to reciting it—or, say, you wish to teach Shakespeare, and suppose that instead of reading and re-reading the plays, commenting upon them and helping the student to understand them, you were to direct him to the study of grammar, syntax, prosody, etymology, and the history of the drama, and then put him at writing plays and attempting to act them! Something like this is going on in music all the time. The initial effort is concentrated upon performing instead of upon knowing music, upon language instead upon that for which the language exists. The pupil in ninety-nine cases out of one hundred not being able to learn the language, never reaches the literature, and little is gained. Hence we may say with truth that, taking the art-work as the thing to be known, *music* is not taught, is not studied, is not learned, and hence it is not known.

I am aware that there are two theories of education. One that a man exists to be taught to do something, and one that a man exists to be taught to know. Goethe, the great apostle of culture, said that, if he had the thousand eyes of Argus, and the hundred hands of Briareus, he would open every one of the thousand eyes before opening one of the hands. Perhaps the middle road is the best. Man should be taught to know something and then to do something.

My second point is closely related, viz., the tendency to regard music as an amusement or entertainment instead of taking it seriously.

The true standpoint of musical appreciation has been so well described by Sir Hubert Parry that I cannot do better than quote two extracts as covering the ground better than anything I could say. I call them little gospels of musical appreciation. They are short cuts to a world of meaning.

Gospel No. 1.

"Not only is it worth while to make a little effort to appreciate what is first-rate, but in point of fact it is *only* the object of getting nearer to understanding and feeling what is *thoroughly* good and noble that makes art worth taking any trouble about at all. The silly sipping of one sweet after another, and passing day after day and week after week from one ephemeral piece of elegance to another, just to make acquaintance with a new sensation, or get thru an hour which might otherwise hang heavy on the hands, is utterly unworthy of the dignity of a human being; and the people who misuse art in such a way justify the views of the active and practical people who look upon music as foolish waste of precious time and an occupation only fit for gushing and

empty-headed triflers."—Sir C. Hubert H. Parry, "Studies of the Great Composers."

Gospel No. 2.

"If the art is worthy of the dignity of human devotion, it is worth considering a little seriously, without depreciating in the least the lighter pleasures to which it may minister. If it is to be a mere toy and trifle, it would be better to have no more to do with it. But what the spirit of man has labored at for so many centuries cannot only be a mere plaything. The marvelous concentration of faculties toward the achievement of such ends as actually exist must of itself be enough to give the product human interest. Moreover, tho a man's life may not be prolonged, it may be widened and deepened by what he puts into it; and any possibility of getting into touch with those highest moments in arts in which ideals are realized, in which noble aspirations and noble sentiments have been successfully embodied, is a chance of enriching human experience in the noblest manner, and thru such sympathies and interests the humanizing influences which mankind will hereafter have at its disposal may be infinitely enlarged."—Sir C. Hubert H. Parry. "The Evolution of the Art of Music."

And in respect to the dignity of the art we may well ask ourselves: Can it be that this so beautiful art, whose hint outruns the swiftest play of the intelligence, into which the spirit of man has now for centuries decanted the reddest wine of the imagination; this arcanum of the human soul, this unduplicated fact of human experience confounding alike the philosopher and the poet, striking with its aboriginal force and voluptuousness even thru the thick blood of the Philistine—this art so intimate that the speech of man concerning it, by extremity of emphasis, dwindles to the inane and savors of madness;—can it have been meant for fashionable routs and after-dinner amusements, an adjunct to cookeries, tailorries, and upholsteries? Can it be that it was meant to eke out the gaps of the drawing-room conversation or serve as an accomplishment for young ladies in boarding-schools?

What could have brought the daughters of music so low?

Then thirdly, as to the worship of performers.

Who is the right hero? The producer or the reproducer? Beethoven or Mary Ann? Clearly the originators, the great imaginative minds of the golden age of musical production, not the performers, with their dominion of a moment—whose highest ideal it ought to be to redeliver without irrelevant admixture the message of the original. It has often been observed that the rise of virtuosity in any part betokens its downfall. The worship of performers to the neglect of the thing performed is of course perfectly natural since the performer is a present and tangible reality, while the thing performed is seldom directly accessible.

I might also mention here the sad fact of the obscuration of nearly all musical criticism by technical terms which throw no light on the real meaning of the music, but only clear up the comparatively unimportant scientific side—the very thing that creators of music ignore as much as possible.

Finally comes the point of my argument. The evils I have described—tho they are rather immaturities than evils—are all the product of one factor, viz.: whereas in every other art the subject-matter is accessible either in the original or the form of reproductions, the subject-matter of music is a sealed book until it has been reproduced, since music is not music until it is sounded. If you look at a painting or an engraving or read in a book, the material images remain, and you may consult them at your leisure. But while you are observing music, it is stealing or galloping away from you, and when it is gone you have only a vague impression of something beautiful having passed that way.

The crying need of musical education hitherto has been for some means of *repeatedly* presenting to the ear the concrete subject-matter of music, viz., sounding musical compositions.

Long ago Ferdinand Hiller wrote: "The fundamental evil in music is the necessity of the reproduction of its artistic creations by performance. Were it as easy to learn to read music as words, the Sonatas of Beethoven would have the popularity of the poems of Schiller"—a gospel truth.

The miracle is accomplished. By means of the piano-player, reading music is now made easier than reading words. The inventors of the new instruments, without knowing it, were creating a system for reading music—a primary solid base upon which the future development of the art may henceforth rest. It remains to turn the new resources to account in an educational way.

The rise and development of these wonderful practical instruments is one of the characteristic signs of our time. As printing revolutionized literature ages ago, so the piano-player is revolutionizing music as a social, moral, and esthetic agency in the life of the modern world. Mechanical art has long been enlisted in the service of the spirit.

We have seen the rise of photography filling our schools and homes with reproductions of masterpieces of art. At first a purely mechanical process, without capacity for personal impress, it has gradually freed itself from mechanical taint and won an assured position among the arts by the introduction of personal expression, the quality of independent, esthetic influence. The inspirational or selective photography of Mr. Steichen and Mr. Stieglitz is here alluded to. With the new musical devices it is the same. It is because they leave room for the personal impress, because they constitute a sensitive, responsive, and plastic agency, because, in short, they are not mechanical, but mechanical aids to a musical performance, that they seem destined to play so great a part in making music known to the world. Whoever uses the reproducing instrument must learn the meaning of music and its interpretation, if he is to avoid the charge of mechanical effect. A premium is placed upon the expression which rises from esthetic feeling. At the same time, the player is relieved of the necessity of finger-dexterity, so that he is free to attend to expression alone. Such is the vital role of musical interpretation in the new education, and thus it seems certain that what we are witnessing is not the decline of an old art, but the rise of a new one.

"At Harvard university," writes Mr. Louis Elson, "Prof. Charles Eliot Norton has broadened the culture of many hundreds, possibly thousands by teaching them how to understand the subtleties of painting, the influence of one school upon another, the characteristics of each school and the outcome of each theory. He has never attempted to teach a single student how to mix colors or how to handle the brush. He has taught the comprehension of the art, not the practice of it. Why should we not have something of this kind in the music department of our schools?"

As a good photograph is better than a bad drawing it is obvious that, from a true musical standpoint, musical people will prefer an accurate reproduction of the notation of a great work, on a music roll for a piano-player, enabling them to know what the work is, to any hand performance except that of an artist whose personality is interesting and whose technical execution is above reproach.

Now that human ingenuity has devised a method for the sensitive and permanent registration and reproduction of musical creations and, at the same time, a practical means for ear-training, the noble art of music, which has so long been a thing understood by the few only, will grow in time to have as extended an audience of intelligent ad-

mirers as literature, itself, and so become a part of the work of every college and school and one of the constituent factors of a liberal education. Well, the study of musical appreciation on this plan has been going on for some time. Music-reproducing instruments are systematically used for illustration of lectures at Harvard university and Radcliffe college, by Prof. John K. Paine, the dean of the musical profession in the United States, and by Prof. Walter R. Spalding in his classes on Harmony and Form; at Vassar college, by Prof. George Coleman Gow; at the University of Michigan, by Prof. Albert A. Stanley; at Amherst college, by Prof. W. P. Bigelow; at Smith college, by Prof. H. D. Sleeper; at Wells college, Aurora, N. Y.; at Tufts college; at the Columbia Conservatory of Music, Chicago, by Miss Anne Shaw Faulkner, lecturer on music; at Oberlin college, by Prof. Edward Dickinson; at the Hill school, Pottstown, Pa.; at the Teachers college of Columbia university, New York, and in many other institutions.

At the Brooklyn Institute of Arts and Sciences, Mr. Thomas Whitney Surette has been giving a lecture course, illustrated by a piano-player, for the Teachers college Department of Columbia university. One of the main functions of the new education is here exemplified in an interesting manner. Concerts of the Boston Symphony Orchestra and the Kneisel Quartet are regularly given in the hall of the institute. For some time before the coming of these organizations, the pupils study the principal works to be performed. Each student obtains the score, follows its intricacies with the eye, the lecturer expounding and interpreting the music while playing it on one of the piano-playing instruments.

The listeners are thus enabled to get, in advance of the performance, a real insight into the mysteries of the scores and a grasp of their inner meanings, hence are prepared to receive the full impact of the music when histrionically given.

Knowledge so acquired is no mere echo in the mind, but a real living mental possession for life. Similar experiments have been successfully conducted at Harvard university, Vassar college, etc. Yet such is the rapidity with which we accept the extraordinary that this revolutionary way of teaching attracts little comment. Wherever students have been privileged to hear the great works of music by means of these instruments, the greatest enthusiasm for the study has been immediately awakened and sustained. And if colleges and universities introduce such courses as this, high schools must, perforce, follow suit. It is hardly too much to predict that within two decades every public school in the land will give courses in the higher musical appreciation.

Commissioner W. T. Harris writes: "I think that a selection of one of the great works of Beethoven and the listening to its performance once a week, forty performances in the course of a school year, would by the close of the year make the entire school familiar enough with the work to name it among their favorites. A great work comes to stand out more and more from the dead level of the cost of daily experience, and by and by, sooner or later, the work is sure to make a great impression on the soul. It would be one of the greatest educational effects at any high school to make all pupils know and admire Beethoven's Fifth Symphony or his Sonata Appassionata. I predict that the new inventions for reproducing the best interpretations of the great musical authors will ultimately find a place in what are called the general exercises of all our high schools, and that from the date of the adoption of this course a new era will dawn in American secondary education."

The music student of the future will be more and more a student of the musical appreciation instead of throwing away his time in fruitless efforts to play. Instead of being thwarted in his development by keyboard torture, he will learn great music thru saturation and familiarity.

No longer will it be thought necessary for the rank and file of music lovers to approach the study of music from the standpoint of special training unless they are to be virtuosi or teachers. The average man will be brought into first-hand con-

tact with the achieved result of music; will be made familiar at the outset with the actually existent musical literature. Should he then wish to develop himself as a special student or player the field is open to him.

The treasures of art are now brought into the home where they can be enjoyed at leisure, and not only enjoyed, but enjoyed intelligently and appreciated understandingly—symphonies, overtures, and chamber music, so rarely heard, become as familiar as household words.

Notes of New Books.

The Orchard and Fruit Garden is the second of two books by Edward P. Powell that will be found most helpful by anyone interested in fruit raising. It will be of great service to that large class who live in the vicinity of cities, for it tells what kinds of fruit to plant and also the procedure of cultivation. Mr. Powell was obliged to relinquish preaching on account of failing health. Returning to the old homestead on College Hill near Clinton, New York, he set himself to the task of raising fruit for a living. Having a trained mind and being unusually capable of observing and thinking he made his little farm of nine acres a practical success. The book deals with things the author has found to be true and useful in his personal efforts, and is therefore of real value. It is impossible to more than summarize the contents of the 300 pages. The apple, pear, plum, etc. are discussed, the best varieties named, the mode of culture, the handling and marketing of the fruit. This is followed by the garden fruits—currants, strawberry etc. This, by directions for drainage, irrigation, pruning, fertilizing etc. There are suggestions on every page that show the author understands the matter from a practical standpoint. It has a number of illustrations and the volume is one that will be of real aid to the amateur and to the experienced farmer as well. (McClure, Phillips & Co.)

La Mare au Diable, by George Sand, edited, with introduction, notes, and vocabulary, by Adele Randall Lawton.—This is a simple tale of French peasant life. It is particularly suited to second year reading, being written in an easy style, quite free from the colloquialisms usually found in narratives of this kind. To assist in the mastery of idioms occurring in this book, and as a review of each chapter separately, a set of English idioms, corresponding to the French expression, is given for translation. (American Book Company, New York.)

In *Bobby and Bobbinette* Miss Annie R. Talbot has put together a number of matters that describe the lives and happenings in which a little boy and girl are concerned. And all of the events are set forth in a very pleasing and natural manner, so much so that it sometimes seems like a sort of biography of the two little chaps. It is well illustrated and makes a book that will please young readers immensely; it is of a sort that many a parent wants to find, interesting incidents in young human life and not a word that can in any way lower the ideal of duty. (H. M. Caldwell Company.)

There are few people that can resist the charm that nature weaves around us, and it is this charm that Miss Mullets employs to lead her readers on and on in the books she has written concerning insects, birds, flowers, trees, animals, and, last of all, in the book before us, *Stories of Little Fishes*. No attempt is made in the volume to tell us particulars about the salmon, eel, etc.; it is not a work on natural history. It employs the imagination and not the observing powers; still there is some account given of the way they live and move. The idea is to create enjoyment for young readers by imagining the sayings and doings of fishes. The author has a nice creative imagination, and it presents the fishes in such an attractive light that it seems to us a boy will hardly want again to catch them with his pinhook and angle worm. (L. C. Page & Company. Price, \$1.00.)

Lodrix: the Little Lake Dweller, is a volume of eighty-six pages intended to interest youth in the people who once lived in the shallow waters of the Swiss lakes. The attempt is made to show how they lived; the drawings are original and awaken the imagination. There is much curiosity felt by both young and old concerning these people, who certainly existed, and the authors, Belle Wiley and Grace Willard Edick, have attempted to solve the mystery in an attractive manner. They have evidently aimed at the older primary pupils, and so the type is large and clear. It is an ingenious little work. (D. Appleton & Co.)

Educational Broth, is the title of a small book of essays in which Frederick Allison Tupper, headmaster of the Brigh-

ton high school, Boston, handles some subjects connected with education. Prominent among the educational superstitions and fetiches, which some supinely accept as law and gospel, he includes "the present grotesquely absurd examination system, the prevalent marking system, and the exaltation of the letter at the expense of the spirit in so many of the most common methods of teaching." Besides he has something to say on so many subjects in which educators are interested including "team work" in the recitation, teachers' salaries, the school magazine club, requirements in college English, debating in secondary schools, courtesy in public high schools, and other live topics. These matters treated by a writer who is a keen critic, and has a long and varied experience, are thought-stimulating, and deserve the careful attention of all who are interested in live educational questions. (C. W. Bardeen, Syracuse, N. Y. Price, \$1.50.)

Manual of German Etymology in its Relation to English, by Max Straube.—The object of this manual is to facilitate the study of the German language by enabling the student to memorize German vocabularies with comparative ease. In the German language will be found a great many words that look strange to the learner's eyes, totally unlike any words they have ever seen before. When their etymology is traced it will be seen that they are very similar to some of our words. Such words as the German Vogel (bird), akin to fowl; Tal (valley), akin to vale; Zeitung (newspaper), akin to tidings, etc. The book covers a large vocabulary. It will be of great service to students of German. (The Albright Publishing Company, New York.)

The Romance of Piscator is of course a love story of a fishing man, but it is not all amorous; there is a good deal in it really about fish. However the young man meets a girl (Peri) who can fish about as well as he can and thus an acquaintance sprung up. It is hardly necessary to add that he falls in love with her and proposes marriage. She at first declines, but reconsiders, when she sees he is really going off with his suit case and calls him back by imitating a quail! It is really a very pretty story, and very pleasing. Mr. Henry Nysham Lanier must possess skill with both pen and hook to be able to write of fish and love so daintily. (Henry Holt & Co.)

Ye Merry Tunes for Ye Modern Lads and Lasses, by Harry Carleton Eldridge.—Most of the songs in this collection are by Mr. Eldridge, but there are some old-time favorites. The list includes, bird, Arbor day, Christmas, flower, Lincoln, morning, nature, patriotic, snow, sunshine, vacation, and Washington songs. These are especially suited to the needs of children in the lower grades. (March Brothers, Lebanon, Ohio. Price, 15 cents.)

Sweet Peggy is a summer idyll, with love, music, and nature for its themes, and the mountains and lakes for its scenes. The hero falls in love with a marvelous voice, never guessing that it belongs to the bright and attractive daughter of a neighboring farmer. The heroine, Peggy, is charming, fresh, and unconventional, with a genuine love for song. The musical character of the story is indicated by bars of music at the beginning of the chapters and elsewhere, a novelty which will appeal to the professional and which the ordinary reader will not object to. The author, Linnie Sarah Harris, a Maine woman, since she contributed her first story to a local paper at the age of sixteen, has advanced steadily in the favor of the public. (Little, Brown, & Company, Boston. Price, \$1.50.)

Is Man Immortal? and God in Nature, by the Rev. W. C. Black, D. D., with an introduction by Bishop C. B. Galloway.—The matter of the two essays contained in this book was given to the public originally in the form of popular lectures. In his associations of the pastorate the author was brought into contact with a great deal of skepticism, and these lectures came into existence as an antidote thereto. They will serve as a mental and spiritual tonic for many who need invigoration. (Publishing house of the M. E. Church, South, Nashville, Tenn.)

"Better out than in"—that humor that you notice. To be sure it's out and all out, take Hood's Sarsaparilla.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending May 20, 1905.

The Teacher's Responsibility.

In a school system where the course of study is imposed upon the schools by a central power, that authority would seem to be alone accountable for the value of the work done, while the teachers could be rated only by the efficiency shown in meeting those requirements. But this is not adequate reasoning. If the teacher were a mere day laborer performing purely mechanical work the conclusion might be justifiable. However narrowly the teacher may be limited in the choice of studies, his duty is under all circumstances to make the most of the educational possibilities at his command. While doing the required things he must attend also to the necessary things, and he ought to take care as far as his opportunities and strength permit of the desirable things.

The measure of the value and efficiency of a teacher's work is not to be looked for in the degree in which the bare requirements of the course of study have been met. That was the test in the dark places of the past. Whatever the course of study may be, that alone cannot prevent a teacher from generating power in his pupils—thinking power, remembering power, expressing power, applying power. Here is the true measure of his efficiency.

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The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending May 20, 1905.

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Letters.

"Conscience Questions."

I noticed in THE SCHOOL JOURNAL of April 15 a number of questions asked of the philosophy class of Vassar college, and that the list has been sent to several other colleges.

The questions bear upon the various conditions or emergencies involving the college code of honor," says THE JOURNAL.

Questions: 1. Would you keep the money if the conductor failed to collect your fare?

2. Would you tell the teacher beforehand, or would you run the risk of not being called on if your lessons were not prepared?

3. Would you avoid social intercourse with a student whom you knew had cheated in the examination?

4. Would you exaggerate in order to make a conversation more interesting?

5. Would you use a pony in preparing lesson?

6. If you accidentally saw on your neighbor's examination papers one point which would solve a whole problem would you take it?

Is it more honorable to cheat openly or secretly?

From any point of view I am unable to see the wisdom, pedagogical, psychological, or any other kind, in asking these questions.

What can they accomplish? Would it not be just as well to ask each student, are you honest? Are you a sneak? A deceiver, or more pure and better than most people? Would you distort things and make your word unreliable? Are you a cheat? Would you filch another's property and call it your own? Which would you better do, knock a man down and take his watch or take it when he is not looking? Is it more dishonorable to take by force than to take without using force?

Is it advisable to ask questions that might make the student prevaricate? Should not a teacher know his students sufficiently, without asking whether he is honest or dishonest?

The dishonest or unreliable person is not going to air his mental shortcomings in public, or acknowledge his moral turpitude if such qualities are possessed by him, and to ask such questions of a person perfectly honest and reliable is an insult, impolite, a mistake.

I would not ask such questions of any student of mine. I would think it unpedagogical.

Springfield, Mo.

J. FAIRBANKS.

High School Teachers' Association.

The annual meeting of the High School Teachers' Association of New York City, was held May 13, at the hall of the board of education. For the first time in the history of the association the president read an annual report.

During the last year a most effective plan has been in operation for reaching the members with important notices, by means of official bulletin.

The membership in the association has increased materially during the last year. Of the nineteen high schools in the city system seventeen are now represented on the membership list.

The association has made rapid progress in its various departments. The executive committee has endeavored to further the development of the departments by encouraging them to organize according to a simple and uniform plan, and to invite the chairman to meet with the executive committee for discussion of matters pertaining to their departments.

The president, Charles H. J. Douglas, of DeWitt Clinton high school, stated in his report that undoubtedly the most important business of the year as affecting teachers in the city schools has been the movement for remedial pension legislation at Albany. The bill is now before the governor.

After the reading of the report Prin. William McAndrew, of the Girls' Technical high school, moved that a vote of thanks be tendered the officers for their efficient work during the past year.

The report of the treasurer, Miss Katherine A. Speir, of the Wadleigh high school, showed disbursements to the amount of \$445.24 and a balance on hand of \$587.86. Miss Speir mentioned the fact that she had served in the capacity of treasurer for five years, and respectfully requested that her name be not considered for re-election. Frank Rollins, of Sturtevant high school, read a resolution calling for a vote of thanks to Miss Speir for her long and efficient services.

The following new officers were elected for the coming year: President, James F. Wilson, Stuyvesant high school; vice-president, Miss Katherine A. Speir, Wadleigh high school; secretary, Elizabeth A. Roche, Girls Technical high school; treasurer, Loring B. Mullin, Morris high school, Bronx. Executive committee: Chas. H. Gaston, Richmond Hill high school, Frederick H. Paine, Eastern District high school, John L. Tildsley, Commerce high school.

The meeting adjourned to the Hotel Astor, where luncheon was served. Among the after-dinner speakers were President Tift, Superintendent Stevens, Commissioner Goodwin, of Albany, and Mrs. Kate Upson Clark, the well-known writer.

Physical Training of Girls.

The qualities of bodily excellence in woman are distinctive, and to these her training should tend. The games and exercises which develop quickness and accuracy of perception and response, firmness and gentleness of hand, steadiness of poise and grace of movement, that grace which comes from the application of just enough power and no more than is needed to do a certain thing well—these, rather than the rougher and heavier sports which pile up muscle, are the fit pastimes for a girl. Even if she should miss a little of the training in boldness and tenacity which her brother is supposed to get in the athletic field, this would be better than to have her lose the finer touch, the lighter step, the easier motion, and the sweet restraint of body that belong to one whose senses are delicate and whose personal preferences are at once nice and sure. In the work that she has to do precision and refinement are likely to count for more than mere force. Man builds the house. Woman keeps and orders it.

It seems to me that woman's excellence (and I have been using the word always in its proper meaning to denote superiority) lies in three things: a certain fineness and delicacy of physical organization and balance; a certain deep and sensitive power of intellectual and moral sympathy; and a certain firm and gentle faculty of social order and rule. I believe that nature gives the germ and potency of these things to her more fully and more richly than to man, at the beginning of life. I believe that they are native and inherent capacities wherein the normal feminine excels the normal masculine. But that is not the point, and so we may evade, for the present, the somewhat fierce and perilous discussion which swirls around it. Whether these excellences are inherent or acquired, they are certainly desirable. They fit and adorn a woman for the place and the privileges which belong to her in civilized society. And the course of life, the method of training, and education which develops these things in a girl is the way to womanhood.—Henry van Dyke, in *Harper's Bazar*.

National Educational Association, Asbury Park and Ocean Grove, N. J., July 3-7

DEPARTMENT PROGRAMS (Continued from last week.)

Department of Business Education.

Session in First Reformed Church, Asbury Park.
President, William C. Stevenson, Decatur, Ill.
Vice-President, H. B. Brown, Valparaiso, Ind.
Secretary, John Alfred White, Moline, Ill.

WEDNESDAY AFTERNOON, JULY 5.

1. President's Address—William C. Stevenson, director of School of Commerce and Finance, the James Millikin university, Decatur, Ill.

2. The Essentials of a Proper Education for the Average Business Man—John Brisben Walker, editor of the *Cosmopolitan Magazine*, Irvington, N. Y.

Discussion led by George W. Brown, president of Brown's Business colleges, Jacksonville, Ill.

3. The Scientific Work of a Four-Year Commercial Course—Allan Davis, principal of Business High school, Washington, D. C.

Discussion led by Durand W. Springer, director of commercial department, high school, Ann Arbor, Mich.

4. The Study of Local Industries and Trade—John L. Tildsley, the High School of Commerce, New York city.

Discussion led by W. G. Bishop, president of Lincoln Business college, Lincoln, Neb.

THURSDAY MORNING, JULY 6.

1. The Value of Government Publications to Teachers of Commerce in Secondary Schools and Colleges—O. P. Austin, chief of the Bureau of Statistics, Department of Commerce and Labor, Washington, D. C.

Discussion led by Joseph French Johnson, dean of the School of Commerce, Accounts and Finance, New York university, New York city.

2. The Essential Elements of Study in a University Course in Commerce:

(a) From the Point of View of the University of Michigan—Edward D. Jones, director of course in higher commercial education, University of Michigan, Ann Arbor, Mich.

(b) From the Point of View of the University of California—Henry Rand Hatfield, professor of economics and commerce, University of California, Berkeley, Cal.

3. Results of the Organization of Higher Courses in Commerce:

(a) In Dartmouth college—Harlow S. Person, secretary of Amos Tuck School of Administration and Finance, Hanover, N. H.

(b) In the University of Pennsylvania—James T. Young, director of Wharton School of Finance and Commerce, Philadelphia, Pa.

Department of Science Instruction.

Sessions in High School, Asbury Park.

President, Frank M. Gilley, Chelsea, Mass.
Vice-President, Arthur G. Clement, Albany, N. Y.

Secretary, H. A. Senter, Omaha, Neb.

TUESDAY MORNING, JULY 4.

1. President's Address—Frank M. Gilley, instructor in physics and chemistry, high school, Chelsea, Mass.

2. Correlation of Mathematics and Science—Clarence E. Comstock, department of mathematics Bradley Polytechnic institute, Peoria, Ill.

3. Science Teaching in Elementary Schools—Hugo Newman, principal of public school No. 33, New York city.

THURSDAY AFTERNOON, JULY 6.

1. Some of the Commoner Pests and How the Children can Study Them—John B. Smith, professor of entomology, New Jersey Agricultural college experiment station, New Brunswick, N. J.
Discussion.

2. Teaching Biology from Living Plants and Animals with a Projection Microscope: A demonstration of apparatus and methods with living specimens—A. H. Cole, department of biology, Hyde Park high school, Chicago, Ill.
Discussion.

Department of School Administration.

Sessions in High School, Asbury Park.

President, B. F. Hunsicker, Reading, Pa.
Vice-President, Grafton D. Cushing, Boston, Mass.

Sec., William George Bruce, Milwaukee, Wis.
Chairman executive committee, Harlan P. French, Albany, N. Y.

WEDNESDAY MORNING, JULY 5.

1. Recent Progress in School Administration—William George Bruce, editor of *American School Board Journal*, Milwaukee, Wis.

2. Topic: Teachers' Salaries.

(a) Shall Supply and Demand Regulate Teachers' Salaries?—A. L. Bixbee, member of board of education, Lincoln, Neb.

Discussion led by Thomas J. Buchanan, member of board of education, Philadelphia, Pa.

(b) Shall the State Regulate Teachers' Salaries?—Frank H. Sommer, member of board of education, Newark, N. J.

Discussion led by E. E. Reed, president of board of education, Camden, N. J., and Harvey H. Hubbert, member of board of education, Philadelphia.

THURSDAY MORNING, JULY 6.

1. Topic: School Architecture.

(a) Recent Progress in School Architecture—Seymour Davis, school-house architect, Philadelphia, Pa.

Discussion led by W. A. Baldwin, member of board of education, Bloomfield, N. J.; William R. Broughton, member of board of education, Bloomfield, N. J.; E. Herman Arnold, director of New Haven Normal School of Gymnastics, New Haven.

(b) Needed Legislation in School Architecture—C. B. J. Snyder, architect and superintendent of school buildings, New York city.

Discussion led by William H. Ziegler, member of board of education, and John A. Hartpence, member of board of education, Trenton, N. J.

Library Department.

Sessions in Free Public Library, Asbury Park.

President, C. P. Cary, Madison, Wis.
Vice-President, J. N. Wilkinson, Emporia, Kan.
Secretary, Miss Mary Eileen Ahearn, Chicago.

THURSDAY AFTERNOON, JULY 6.

1. President's Address—Charles P. Cary, state superintendent of public instruction, Madison, Wis.

2. Methods of Instruction in the Use of High School Libraries—Miss Florence M. Hopkins, librarian, Central high school, Detroit, Mich.

General discussion.

3. Report on Instruction in Library Work for Normal and Secondary Schools—James H. Canfield, librarian, Columbia university, New York

FRIDAY MORNING, JULY 7.

1. What Young People Read and What They Should Read—G. Stanley Hall, president of Clark university, Worcester, Mass.

General discussion.

2. How to Make the Library Useful to High School Pupils—Robert Wright, head of the department of history, Baltimore City college, Baltimore, Md.

General discussion.

3. The Value and Place of Fairy Stories and Folk Stories in the Education of Children—Percival Chubb, director of English, Ethical Culture school, New York.

General discussion.

Department of Indian Education.

Sessions in Asbury Park Auditorium.

President, W. A. Mercer, Carlisle, Pa.

Vice-President, R. A. Cochran, Mt. Pleasant, Mich.

Secretary, Miss Estelle Reel, Washington, D. C.

MONDAY MORNING, JULY 3.

Music—Carlisle Indian School Band.

Invocation—Most Reverend P. J. Ryan, Archbishop of Philadelphia, Pa.

Greetings and Resume of Work from Officials and Friends.

Hon. Francis E. Leupp, commissioner of Indian Affairs, Washington, D. C.

Hon. Frank L. Ten Broeck, mayor of Asbury Park, N. J.

Dr. J. N. Fitzgerald, president of Ocean Grove Camp Meeting Association, N. J.

Hon. John J. Fitzgerald, member of committee on Indian Affairs, U. S. House of Representatives, Washington, D. C.

Dr. W. J. McGee, ex-ethnologist, Bureau of American Ethnology, Washington, D. C.

Hon. Charles J. Baxter, state superintendent of public instruction for New Jersey. (School gardens.)

John D. Benedict, superintendent of schools in Indian Territory, Muskogee, Ind. Ter.

Capt. W. A. Mercer, U. S. A., superintendent of Carlisle Indian school, Carlisle, Pa.

H. B. Frissell, principal of Hampton Normal and Agricultural institute, Hampton, Va.

Miss Estelle Reel, superintendent of Indian schools, Washington, D. C.

MONDAY AFTERNOON, JULY 3.

Round Table Conference of Indian workers—Leader, H. H. Johnson, superintendent of the Jicarilla Indian school, Dulce, N. Mex.

Topic: Race Improvement.

(a) Turning the Natural Forces of the Indian into the Best Channels.

(b) Development of Indian Character along Lines of Improvement, not Transformation.

(c) The Importance of Utilizing the Natural Sterling Characteristics of the Indian in Laying the Foundations for Citizenship.

THURSDAY AFTERNOON, JULY 6.

1. The Advisability of Conducting Normal Schools to Train Teachers for the Specific Purpose of Instructing Indian Children—H. B. Frissell, principal of Hampton Normal and Agricultural institute, Hampton, Va.

Discussion led by John D. Benedict, superintendent of schools in Indian Territory, Muskogee, Ind. Ter.

2. The Necessity for More and Better Equipped Day Schools—Horace G. Wilson, superintendent of

the Winnebago school, Winnebago, Neb.

Discussion led by (to be supplied).

Associated Societies.

NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION.

President, Edwin G. Dexter, Urbana, Ill.

Secretary, Manfred J. Holmes, Normal, Ill.

The first session of this society will be held on Monday, July 3; the second on Wednesday, July 5. The place and hour of these meetings will be announced in the Official Program.

General Topic: The Vocational Aspects of the High School Curriculum.

The Society's Yearbook will be sent to members a few weeks in advance of the meeting.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

President, C. W. Bardeen, Syracuse, N. Y.

Secretary, Harlan P. French, Albany, N. Y.

WEDNESDAY AFTERNOON, JULY 5.

Papers will be read by S. Y. Gillan, editor of *Western Teacher*, and Mrs. Eva D. Kellogg, editor of *Primary Education*, followed by a general discussion.

A business meeting will follow.

The place of meeting will be announced in the Official Program.

AMERICAN MATHEMATICAL SOCIETY.

Session in Parlor of First Presbyterian Church.

President, Thomas S. Fiske, New York city.

Secretary, Arthur Schultze, New York city.

WEDNESDAY MORNING, JULY 5.

Topic: Conference of the Associations of Teachers of Mathematics.

Local Organization at Asbury Park.

GENERAL COMMITTEE

Mr. T. Frank Appleby	-	-	-	-	President
Mr. R. A. Tusting	-	-	-	-	Vice-President
Mr. Claude V. Guerin	-	-	-	-	Recording Secretary
Mr. Clarence S. Steiner	-	-	-	-	Treasurer
General Secretary	R. A. Tusting	Asbury Park, N. J.			

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Mr. Halsey Wilcox	Mr. Hiram Walton

Committee on Finance

Dr. J. F. Davison, chairman	Mr. Thomas J. Winckler
Mr. Wiliam C. Burroughs	Mr. J. Lyle Kinmonth
	Mr. George F. Rainear

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Mr. Henry J. Rockafeller, ch'm'n	Mr. Alonzo R. Parsons
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Rev. A. E. Ballard	Mr. Nelson H. Kilmer
Mr. Charles A. Atkins	Mr. Benjamin B. Smith
Mr. Thomas Noble	Mr. Christopher Brazier

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Dr. James F. Ackerman, chairman	Mr. George B. Cade
Mr. Harry W. Smock	Mr. James M. Ralston
	Dr. George F. Wilbur

Committee on Reception

Dr. Fred S. Shepherd, chairman	Miss Lidie A. Doren
Professor G. Gregory	Mr. David Harvey, Jr.
	Mr. T. M. Dickey

The Educational Outlook.

The women of Wisconsin are now allowed to vote on school questions.

Mr. Carnegie's example is already bearing fruit. Vice-Chancellor Stevenson, president of the general alumni society of New York university, has offered to be one of the graduates to found a pension fund of \$25,000 for the professors of that institution.

At the meeting of the Northern Illinois Teachers' association held in Kankakee April 28-29, the following appeared on the program: Prin. J. Stanley Brown, Joliet high school, who spoke on "The Course of Study;" Supt. John A. Long, Stratoe, Ill., "Psychology of the Course of Study;" Newel D. Gilbert, De Kalb normal school, "Sociological Basis of the Course of Study."

Hon. Augustus S. Downing, third assistant commissioner of education for New York state, recently held a conference with the local board of managers of the Cortland, N. Y., normal school. At the conference several important changes were made in the course of study. These are of special interest to any contemplating working out a normal school course. The revised curriculum may be obtained by addressing the normal school, Cortland, N. Y.

Dr. George A. Parker, of the department of music at Syracuse university, has asked for a year's leave of absence on account of ill health. Dr. Parker has been a member of the faculty since 1882, and is an organist of great ability.

The Durand, Ohio, schools have had a remarkable growth under the direction of Superintendent Bole. His reelection is a just reward for his valuable services.

Supt. C. G. White is justly proud over his recent twentieth reelection as superintendent of the Lake Linden, Ohio, schools.

On June 2, eighty-nine graduates will have received diplomas from the Anderson, Ind., high school this year. This is the largest number ever graduated in a single year. Prof. S. H. Clark, of Chicago university, will give a dramatic recital of "Ulysses," at the commencement exercises.

President Roosevelt Praises Teachers.

President Roosevelt paid a graceful tribute to school teachers in a recent address at Dixon, Ill. After congratulating his audience upon products of farm and factory in Illinois, he said, "I have been more pleased than I can express at seeing the type of children, in your fair state. It is a mere truism to say the most fertile country in the world will amount to nothing if you do not have the right type of citizenship, and you will not have the right type of citizenship if the proper care is not given to the bringing up of the boys and girls.

"Perhaps the father of several children can be excused for saying that of all the classes of our country, I think the school teacher deserves a little the best of all of us. It is to his patience, his constant care, his intelligence and judgment that we have to trust for supplementing—it can never do more than supplement—the work of the home, and turning out boys and girls who will be the right type of men and women."

Teaching a Profession in Missouri

Governor Joseph W. Folk of Missouri vetoed a house bill entitled, "An act to recognize diplomas of colleges, first class public high schools and other educational institutions of equal rank in licensing teachers where the course of study upon

which the diplomas were issued included approved pedagogical training." Governor Folk declares that the bill proposes to revolutionize the system of training for teachers which has been in force in Missouri for more than thirty years. In his opinion no good can come from the bill, and there is in it a possibility of irreparable injury to the public school system.

Examination for High School.

On June 28 and 29 Supt. W. E. Chancellor, of the Paterson, N. J., schools, will hold competitive examinations to fill the following vacancies in high school for next year: English, \$1200; Chemistry and Physics, \$1200; Latin, \$900; high school manual training, \$1000.

The examinations are open to men and women, and will include history of education, theory and practice of teaching, psychology, and the subject matter of the respective positions. The manual training will be chiefly mechanical drawing.

Supt. Kendall a Double Dragon.

Supt. Calvin N. Kendall, of the Schools of Indianapolis, has been made a member of the Order of the Double Dragon. The honor comes to Mr. Kendall from the Emperor of China, thru the recommendation of Prince Pu Lun, special commissioner from China to the St. Louis exposition. The Chinese prince was entertained for several days at Indianapolis, and during his visit thoroly inspected the public schools under the personal escort of Superintendent Kendall. The prince was much interested in the school system and expressed great pleasure in the opportunity afforded him.

The decoration, as described by the Indianapolis News, consists of a silver sun with enameled center, and a circle about the enamel with two dragons. Surrounding the dragons are letters in gilt, which are said to tell of the presentation by the emperor. In the center of the entire ornament is a blue glass jewel, and at the top of the enameled circle is a coral. The complete decoration is attached to a blue and gold silk collar to be hung about the neck.

With each decoration comes a large Chinese document of white paper bordered widely in red, the border containing figures of dragons. Within the border is Chinese writing in black ink, which, it is said, tells of the conferring of the Order of the Double Dragon by the emperor. On one edge is a number, and there appears to be an official stamp in purple ink.

Superintendent Kendall's friends congratulate him, not only on the honor conferred by the Emperor of China, but on the fact that at a recent meeting of the board of school commissioners, he was re-elected superintendent, at a salary of \$5,000 per year.

International Arbitration.

The eleventh annual meeting of the international arbitration conference will take place May 31, June 1 and 2, at Lake Mohonk, N. Y.

The conference endeavors to promote international arbitration thru the education and development of public sentiment and opinion. The members include diplomats, government officials, jurists, clergymen, educators, officers of the army and navy, philanthropists, and business men.

Among the educators who have signified their intention of being present at the coming meeting, are: Presidents David Starr Jordan of Leland Stanford university, Charles W. Needham of George Washington university, E. D. Warfield of Lafayette college, and Chan-

cellor Henry M. MacCracken of New York university; Professors John Bassett Moore and John B. Clark of Columbia, Edward C. Moore of Harvard, J. C. Braeg of Vassar, Charles N. Gregory of Iowa State university, and P. V. N. Myers of College Hill, Ohio.

University Summer Session of Pennsylvania.

The summer school connected with the University of Pennsylvania will be in session from July 5 to August 12. This announcement will be of particular interest to teachers who attend the N. E. A. because of the proximity of the school to Asbury Park. As in former years, the university offers exceptional opportunities for advanced study during the summer. Prof. Arthur H. Quinn, of the university faculty, is the director. He may be addressed for further particulars with regard to courses of study, boarding facilities, and other arrangements.

School Janitors' Pay in Chicago.

There has been much discussion lately regarding the pay of school janitors. Arthur L. Brigham of the controller's office in New York is reported to have said that some of the school janitors of the city were drawing as much as \$10,000 per year, out of which they have to pay for their help.

According to the Chicago Record-Herald, conditions are different in the windy city. Business Manager Guilford, of the Chicago board of education, said the highest salaried janitor in the schools of that city receives \$4,500 a year. Out of this he has to pay an assistant, a fireman, and all the cleaners for sweeping the building and scrubbing it five times a year. It is said that the janitor is able to net \$120 a month.

The Schools of Reading, Pa.

One of the most important acts of the Reading, Pa., board of education last year was the decision to relieve the overcrowded condition of the boys' high school by the erection of a new building with modern equipment. This will increase materially the scope and usefulness of the high school work of the city.

The building of the new high school revived the question of manual training in Reading, and plans were at once put into operation for a manual training course on lines similar to the classical, the scientific, and the commercial courses. It is hoped by this method to correlate the academic studies with the manual work.

In his annual report, City Superintendent Charles S. Foos says that in Reading there is considerable misapprehension of the aim in teaching manual training. People generally think its value is utilitarian, but educators as a rule have an entirely different view. The keynote of manual training as now taught is culture or mental discipline. Its purpose and aim are to instill mechanical principles for mental development and to bring out all the faculties.

Another important act of the board was the revision of the salary schedule in conformity with the recent act of the assembly, and the readjustment of the salaries of teachers of experience. The net increase is about thirteen per cent. and the average salary of grade teachers advances from \$42 to \$48. The minimum salary exclusive of teaching principles is \$35 and the maximum \$67 per month.

The evening schools of Reading were an encouraging feature of the year's work. Most of them were open 109 nights with an average of 527 pupils on the list.

During the agitation against home

study the board decided that the question is not one for legislation, but for the parent and teacher. Personally, City Superintendent Foos believes in home study under proper conditions and restrictions. Without it, progress would necessarily be slow on the part of a large majority of pupils. It would be extremely difficult to devise a plan of school study that could take the place of quiet home work.

Altogether the public schools of Reading seem to be in excellent condition, as shown by the energy of the board in supplying enlarged facilities, and of the superintendent in carefully improving the courses of study. During the last year 12,965 pupils were enrolled. The teaching force numbered 330.

A Woman Wins Scientific Prize.

Dr. Nettie Maria Stevens of California, Ph. D., of Bryn Mawr college, has been awarded a \$1,000 prize for laboratory research and investigation.

The prize was offered by the association for maintaining the American Woman's Table at the zoological station at Naples, and for promoting scientific research by women.

Dr. Stevens' paper was on "The Germ Cells of *Aphis Rosar Aphis Oenotherae*," dealing with the Mendel law of heredity and sex examination.

Jewelry of Antiquity.

In writing of his remarkable discoveries in the ruins of the temples at Susa, the ancient capital of Persia, Jacques de Morgan tells in *Harper's Magazine* for May, of the marvels of jewelry brought to light, the earliest examples ever known of that country:

"The jewels of gold and silver which we now possess," he says, "are the first of those countries and those ages which have come down to our day. In this they present a great interest. Unfortunately, it is not possible to assign a precise date to each of them. As the cylinders and the seals which form a part of the finds belong to all periods from the fortieth or fiftieth century B. C. down to the date of the foundation, so it is with the jewels. There are some of every age. The rings of filigree-work and the scepter with the lion's head seem to be more recent than the statuettes of gold and silver, which have a frankly archaic appearance, but one cannot be sure of this appreciation. Have we not been surprised by finding rings which, if their origin had not been certain, would be attributed by the most acute connoisseurs to the Greek or Etruscan epochs?"

"Before my discoveries at Dashur, we knew nothing of Egyptian jewelry. The opening of the tombs of the princes of the twelfth dynasty was a revelation. It is the same now as regards Elam; but while in the case of Dashur we were dealing with objects of ascertained age, here we can only fix a minimum limit to the antiquity, and this limit is the twelfth century B. C."

Some "Best" Recent Books.

"The Lounger" in *The Critic* has, "after discussion with a group of intelligent men and women," chosen the following books as the best—not the "best sellers" in every instance but the best books—published within the past six months:

The Six Best Books:—Fact.

"The Awakening of Japan," by Okakura-Kakuzo.

"The Wonders of Life," by Ernest Haeckel.

"Letters of John Ruskin to Charles Eliot Norton."

"Reminiscences of Moncure D. Conway."

"The Opening of Tibet," by Percival Landon.

"Emerson, Poet and Thinker," by Elisabeth Luther Cary.

The Six Best Books:—Fiction.

"The Secret Woman," by Eden Phillpotts.

Educational New England.

The annual conference of elementary and secondary schools interested in Dartmouth college, was held last week under the auspices of the pedagogical department. The general subject discussed was, "The function of the school in developing character."

Of the 285 men who will be graduated from Yale this year, ninety-four have earned, either wholly or partly, their own expenses while at college. The lowest expense for a year was \$100, highest \$4,000, with a general average of \$1,067 for the four years.

The bureau of self-help has sent 1,400 circulars to educational institutions relating to teachers' positions. There are more than eighty applicants from the graduate class and graduate department for positions as teachers. The majority of the men are seeking places in the business world.

Harvard-Yale Debate.

Harvard won the annual debate from Yale on May 5. The debate was held in Cambridge, the subject being, "Resolved, That a commission be given power to regulate railroad rates." Harvard had the affirmative and was represented by A. C. Blagden, 1906; M. Kabatchnik, 1906; and A. M. Newald, 1906, and the Yale team consisted of J. S. Pierce, 1906, Dv.; F. E. Pierce, PG., and I. S. Hopkins, 1905, LS.

The judges were Prof. J. W. Jenks of Cornell, Judge Arthur L. Brown of the United States district court, and Judge Edgar Aldrich of the United States circuit court of appeals. Prof. Jenks rendered the decision. Prof. W. Z. Ripley of the department of economics at Harvard, presided.

Schooling—Fifty Years Ago.

The following letter from the Boston *Transcript* presents an interesting view of the schools of yesteryear. "More than fifty years ago," says the writer, "I spent a year at Watch Hill, R. I., and went to school there. The names and faces of the children are as familiar to me now as they were then, and I hope these lines may meet the eye of some one of them."

I remember but five houses on the peninsula. Three of them were occupied by families by the name of Nash, and another by a family named Dickens. Mrs. Dickens was a sister of the Nashes. I was a visitor at Captain Dickens' house, which was about half a mile from the school.

There were about a dozen children in the school. We had double seats at the desks, and the wood stove in the corner. In winter the water pail stood behind it on a bench with the long-handled cocoa-nut dipper.

The teacher "boarded round," and as some parents did not have a best room to spare, she boarded at our house an extra session and her board was paid (two dollars a week), by the family who could not take her. The first teacher was very kind and I have always loved her. She gave us a mark every time we whispered and warned us that when we had fifteen marks to our credit we would have a whipping. Several of us had fourteen marks, but no one had the unlucky fifteenth. I used to wonder why we did not get it, but I understand now. The second teacher was different. We took no chances on marks with her.

"The Golden Bowl," by Henry James.
"The Divine Fire," by May Sinclair.
"The Undercurrent," by Robert Grant.
"The Marriage of William Ashe," by Mrs. Humphrey Ward.
"The Fugitive Blacksmith," by Charles D. Stewart.

The Dickens family put away all work on Saturday evening and took out religious reading. When Sunday evening came the books were put away and sewing and knitting came out, much to my disgust, for even memoirs of impossible good girls were better than work to a child at the age of ten. Their reason for peculiarity was that "The evening and the morning were the first day." When the second teacher came to board with us I was horrified to see her come down with her sewing Sunday morning, and I was told that she was a Sabbatarian, a kind of Baptist who kept Saturdays holy instead of Sunday.

When summer came Captain Nash's house on the hill, and Captain Dickens' in the hollow, were filled with boarders. In the autumn I returned to my home and continued my studies in another New England state. I often pictured the little schoolhouse and visited it in imagination. Two years ago I really visited it. What a transformation. Hotels seemed to be flung all over the place and to have taken root just where they landed. With much difficulty I found the Dickens house, now the servants' quarters for a large hotel. The schoolhouse was a more difficult problem. I went on the beach side, and looked where I thought it ought to be, then returned to the fashionable streets and there, between two cottages was the little white schoolhouse no larger than some of the bathhouses. It was like meeting an old and dear friend. I went to the side and standing on tiptoe could look in and I saw no change.

I wished to hear something of the people I had known, and I asked a weather-beaten man if he knew what had become of the Nashes. "They sold out and moved away. I don't believe they're living." "What became of Captain Dickens and his wife?" "They died long ago." "They had a daughter, Almira?" "She's dead." "They had another daughter, Mrs. Taylor?" "She's dead;" then, rather impatiently, "they're all dead." I turned away sadly. It was hard to realize that the daughters, if living, would be nearly eighty years old.

On the boat going over to Stonington I met another denizen of the place, and I tried to interview him. "I used to go to school here with some children named Crandall; do you know anything about them?"

"I seem to remember the name. How old were they?"

"About my age." "H'm, I guess they're dead," and I felt as if I really ought not to be living either.

M. A. H.

Dyspepsia

Don't think you can cure your dyspepsia in any other way than by strengthening and toning your stomach.

That is weak and incapable of performing its functions, probably because you have imposed upon it in one way or another over and over again.

You should take

Hood's Sarsaparilla

It strengthens and tones the stomach, and permanently cures dyspepsia and all stomach troubles. Accept no substitute.

In and Around New York City.

The schools of Brooklyn have finally succeeded in gaining a holiday on the occasion of the annual Sunday School parade. Mayor McClellan has signed the anniversary bill returned from the legislature, where it was taken after the board of education had refused to grant such a holiday.

The examinations for license to teach sewing in elementary schools will be held on Thursday, May 18, at 9.30 A. M., and not on May 15, as formerly announced.

The last meeting of the year of the New York educational Council will be held May 20. At 10.30 A. M., as usual the council will meet in Law Room 1, New York university, Washington square.

Dr. John H. Finley, president of the college of the city of New York, will be the speaker. At the luncheon to follow, Dr. Boone and others will speak.

An earnest invitation is extended to all interested to attend.

The Class Teachers' association of Brooklyn held a lively meeting recently. The contention was upon the equalization of the salaries of men and women teachers. Vigorous speeches from both sides called forth hisses, jeers and cheers.

The coming election of officers of the association promises to be even more interesting than this preliminary meeting, as there are 2,000 members of whom only 300 were present.

Prof. Low addressed the Brooklyn Teachers' association on May 11. His subject was "Bismarck."

The examination and closing session of the Spanish class connected with the Brooklyn Teachers' association was held on May 11. Mr. Harry A. Potter is the instructor.

J. Pierpont Morgan's rare old books were on exhibition last week at the Bibliographical Museum of Columbia university. The museum is situated in the library building, and was open from 10 A. M. to 5 P. M.

Dr. James P. Haney, director of manual training in the public schools of New York city, delivered an address on May 10, at Richmond, Va., his subject being "Methods of developing art and manual training in public school work."

Principles and Principals.

The annual dinner of the Male Principals' association took place on May 6. City Superintendent Maxwell, in his remarks, said: "I want to say right here, and I think I am safe in saying it, inasmuch as the board of superintendents has the initiative, that I do not believe that there will be any radical change made in the course of study—at least none so radical as to throw the child out of gear."

The course of study, however, Dr. Maxwell further observed, is not the most important thing in the schools. What is needed most is principals who will inspire their teachers to higher devotion to their charges and work. Then there will be good schools whether the course of study is good or bad.

At the close of his remarks the city superintendent urged the principals to give their teachers a full measure of freedom in their work. A good principal could often make a poor teacher better by giving him or her some definite responsibility.

President Finley of the City college spoke upon the relation of the college to the school system, and he drew an analogy between principals and principles.

He said that the school system was founded on sound educational principles, while the results were attained thru the direction of sound and safe public school principals.

Physical Defects of School Children.

Since the new system of physical examination of school children went into effect last March, 7,166 pupils have been examined.

The results of these examinations were given by Dr. John J. Cronin, chief of the division of school inspection of the department of health, at a recent meeting of the Society of Medical Inspectors of the health department.

"Perhaps the most striking of all the results," said Dr. Cronin, "was the discovery that 1,273, or more than 17 per cent. suffered from very defective eyesight, this number not being able to read the large letter twenty feet away. This number represents only those whose eyes are affected in the worst way; a much larger proportion have lesser defects."

"The inspectors found," continued Dr. Cronin, "within the last few months that about 33½ per cent. of all children in the schools have defects of vision, interfering with the proper pursuit of their studies. Of these, a large number have procured glasses. This has already resulted in an improvement of the school work, as borne out by the teachers' reports."

"The reason so many children are found backward in their studies is because there are so many with physical defects, such as defective sight and hearing, who are unable to keep up with other children of their age and who retard the progress of the class."

Bad eyesight and bad hearing are not

VACANCIES FOR SEPTEMBER

We have been called upon by School Boards, College Presidents, Normal Principals, and Superintendents to recommend teachers for a large number of most excellent positions. Among them are the following:

SUPERINTENDENCY, West, \$1800
SUPERINTENDENCY, East, \$2,750
SUPERINTENDENCY, East, \$4,000
PRINCIPALSHIP, H. S., Wis., \$1,000
PRINCIPALSHIP, H. S., Iowa, \$1,100
PRINCIPALSHIP, H. S., N. Y., \$1,400
PRINCIPALSHIP, H. S., Ill., \$1,200
MATHEMATICS, H. S., \$1,200
MATHEMATICS, H. S., Tex., \$1,000
MATHEMATICS, COLLEGE, South, \$1,500 and Home
PHYSICS and CHEMISTRY, COLLEGE, \$1,200-\$1,500
MATHEMATICS, H. S., S. D., \$1,000
GEOLOGY, COLLEGE, South, \$1,200
BIOLOGY, Mo., \$1,350

ENGLISH, NORMAL SCHOOL, West, \$1,200
ENGLISH and HISTORY, Mich., \$1,000
ENGLISH, H. S., Ohio, \$650-\$750
HISTORY, S. D., \$850-\$900
HISTORY and ECONOMICS, South, UNIV., \$1,200-\$1,500
PHILOSOPHY, South, \$1,500
LATIN, H. S., Ill., \$1,000
FRENCH and GERMAN, South, \$1,080
GERMAN, H. S., Wash., \$100 mo.
PIANO, South, COLLEGE, \$1,000 and Home
VOCAL MUSIC, Ill., \$1,000-\$1,200
DRAWING, Mich., \$1,500
BOOKKEEPING, Tex., \$1,000
ORATORY, UNIV., West, \$800
PHYSICAL CULTURE, South

THE BREWER TEACHERS' AGENCY
ESTABLISHED 21 YEARS
POSITIONS FILLED 6,900
1302 AUDITORIUM BLDG.
CHICAGO

VACANCIES FOR SEPTEMBER

the only maladies from which school children suffer. Of the 7,166 examined in April, the following numbers of cases are shown:

Bad nutrition	-	-	-	632
Enlarged glands (interior)	-	-	-	1,221
Nervous diseases	-	-	-	85
Cardiac diseases	-	-	-	133
Pulmonary diseases	-	-	-	127
Skin diseases	-	-	-	126
Deformity of spine	-	-	-	68
Deformity of chest	-	-	-	100
Defective hearing	-	-	-	265
Bad teeth	-	-	-	1,946
Bad mentality	-	-	-	650
Total cases requiring medical attention	-	-	-	3,132

It was recommended that all children with organic diseases be segregated so that other pupils should not be harmed or retarded.

"Children with St. Vitus' dance and other nervous affections," said the doctor, "should receive special medical attention and should be taught in classes away from normal children. Physical defects of one sort or another are the cause of bad habits, truancy, and moral obliquity in later life. It is the physically defective who leave school early or become hopeless truants. Truancy is the first stage of a criminal career, and by improving the physical condition of children we save many of them from the downward path.

"If some of the unhallowed money which is now causing so much useless talk with reference to its acceptance for the purpose of civilizing savages were directed toward the poor people from whom it came, that money would be sufficiently purified to satisfy all consciences. The poor children of the tenements should be able to have glasses when they need them. The city, too, should appropriate funds to pursue the work so well begun and so as to improve as much as

possible the physical status of the school child of the present."

The United School of Design.

The National Academy of Design held a protracted meeting on May 10. The result is summed up by Sec'y H. W. Watrous, as follows: If the New York public, on solicitation of both Columbia university and the National Academy of Design, shall provide \$500,000 for a building, Columbia will furnish a site for the school of design now conducted by the National Academy, and the university and the academy will co-operate in conducting it as a great art school."

Until this scheme is carried out the academy will rebuild the school in 109th street which was damaged by fire a few weeks ago and will conduct the school there.

The new officers and members of the academy are; President, Frederick Dielman; vice-president, Herbert Adams; corresponding secretary, H. W. Watrous, recording secretary, Will H. Low; treasurer Lockwood De Forest.

These new members were chosen: Academicians, Frank W. Benson, William T. Smedley, Charles Grafty, and William Sergeant Kendall; associates, Howard Pyle, Charles F. McKim, Frank Duveneck, Robert Henri, Frederick Crowninshield, Maxwell Parrish, Edward C. Potter, Hermon A. MacNeil, Henry Wolf, and Walter Nettleton.

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Among the Magazines.

The Grand canyon of the Colorado has been photographed by Dwight L. Elmen-dorf. From his remarkable series of pictures an article in the May *Scribner's* is illustrated with eight full pages, printed in tint. Benjamin Brooks writes a short impressionistic article about the canyon.

Not long since *THE SCHOOL JOURNAL* called attention to the new species of white bear that had been discovered in British Columbia. An account of the find has been prepared for the May *Century* by W. J. Holland, director of Carnegie museum. Efforts are being made by William T. Hornaday, director of the Bronx park zoological garden, New York, to secure living specimens of the animal.

Of the various contributors to the first number of *The Country Calendar*, the new outdoor monthly, Grover Cleveland gives his personal reasons for his love for hunting and fishing; John Burroughs' "In May" is an exquisite prose poem; the secretary of agriculture tells how his department is helping the farmer; Prof. L. H. Bailey delivers a final dictum on the wonderful soil inoculation with nitrogen. In these pages the nature-lover can roam "Thru the Woods in May" with Dallas Lore Sharp; the yachtsman can sail with H. C. Rowland on the "Endymion's" record cruise and share John R. Spear's expert information on "The New Style of Yacht Race." The grower of fruit and flowers can learn the methods of Luther Burbank, who has produced such supernatural plant crosses and developments; there is cheerful instruction for the bee-keeper in May; and every American will look curiously at the extraordinary photographs of golden eagles in their California aery by William Lovell Finley, a new and daringly successful naturalist-photographer.

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New England Witchcraft	M. Inlay Taylor
Time Defying Temples	Allen Day
New York From an Air Ship	Bertha Smith
New Zealand	T. D. MacGregor
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Down South.

Dr. O. D. Smith, professor of mathematics in the Alabama Polytechnic institute, died suddenly on May 7. Dr. Smith has been with the institute for more than twenty years, and was one of the best known educators in Alabama.

Hiram Haddey, teacher and business man, has been appointed superintendent of public instruction in the Territory of New Mexico.

Three distinguished speakers will address the students of Vanderbilt university, at Nashville, Tenn., during the coming commencement season. They are Bishop Wm. F. McDowell, Gov. Joseph W. Folk, and Justice David J. Brewer.

On June 4, Hon. Leslie M. Shaw, secretary of the treasury, will deliver the annual address before the graduating class of Grant university, at Chattanooga, Tenn.

Rev. Joseph Rennie, of Norfolk, Va., a trustee of Hampden-Sidney college, emphatically denies that the institution is to close its doors. The college has been in existence for 129 years and "has graduated more preachers," says the Doctor, "for service in the Southern Presbyterian church, than all the other colleges of the South combined."

Prof. Eugene W. Hilgard, head of the department of agriculture at the University of California, will soon retire from active teaching. Professor Hilgard has been with the university for thirty-one years. He is now seventy-two years of age.

The corner-stone of Martin college will be laid at Pulaski, Tenn., in the near future.

The people of the South are rejoicing over the new military school which is soon to be opened at Columbia, Tenn. Prof. J. C. Hardy, the principal, who is now connected with the Southwestern university at Georgetown, Tex., has engaged Prof. E. Edgerton as his assistant.

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Literary Items.

Dr. Nathan P. Stauffer appears among the contributors of the *Booklovers Magazine* for May. Dr. Stauffer reviews the development of American collegiate athletics in a very fully illustrated paper on "College Track Athletics," which will be valuable as a basis for comparison with the records to be established during the coming season.

The *Metropolitan Magazine* for May is full of interesting matter. There are two special articles, both on West Point. One is by Brig. Gen. Frederick D. Grant, U. S. A., who writes upon West Point from the standpoint of a great American military university. The other article looks into our military future, and is by Col. Charles W. Larned, U. S. Military academy.

A Revelation.

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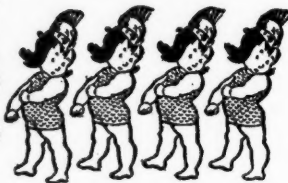
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